



June 2008

**DEPARTMENT OF EDUCATION**  
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 5

Test Date: March 2008  
Code: 11221327  
SAU: Orland School Department  
School: Orland Consolidated School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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# SUMMARY OF SCORES

Test Date: March 2008

Grade: 5

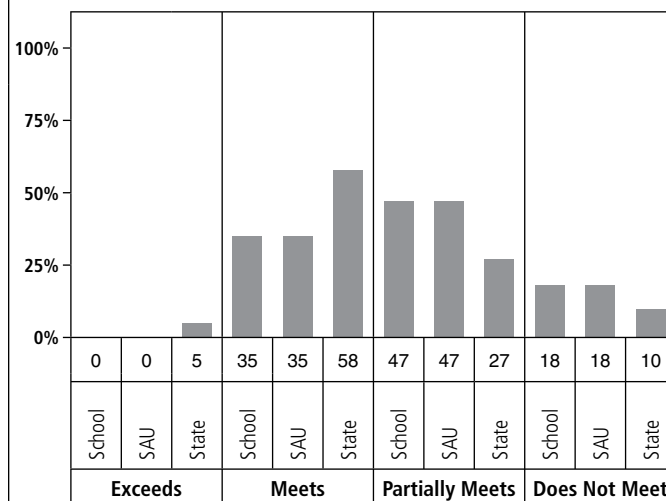
SAU: Orland School Department

School: Orland Consolidated School

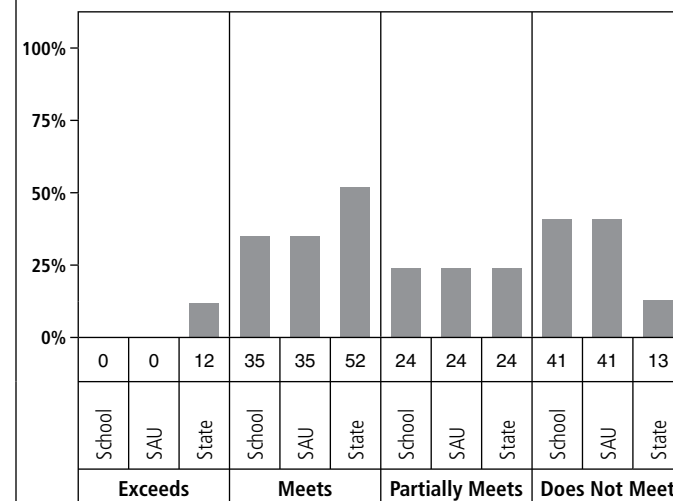
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2005–2006	539	539	544
2006–2007	547	547	544
<b>2007–2008</b>	<b>538</b>	<b>538</b>	<b>545</b>
Cum. Avg. *	541	541	544
<b>Mathematics</b>			
2005–2006	534	534	543
2006–2007	545	545	546
<b>2007–2008</b>	<b>534</b>	<b>534</b>	<b>546</b>
Cum. Avg. *	537	537	545
<b>ELA – Writing</b>			
2005–2006			
2006–2007	541	541	541
<b>2007–2008</b>	<b>531</b>	<b>531</b>	<b>538</b>
Cum. Avg. *			

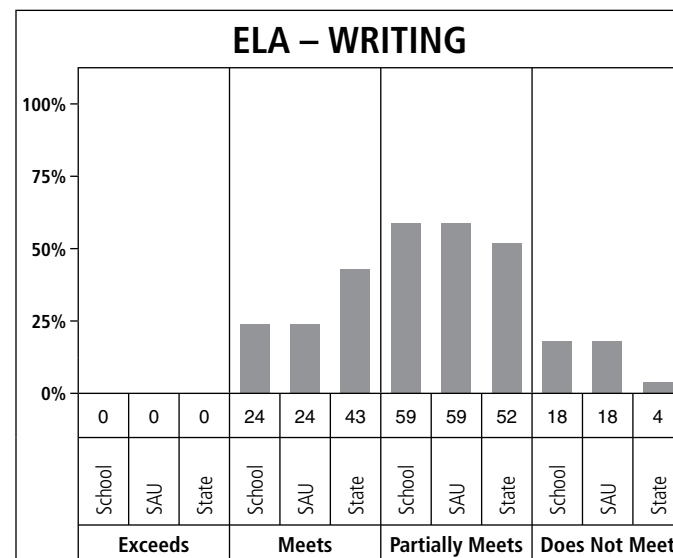
## ELA – READING



## MATHEMATICS



## ELA – WRITING



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008  
 Grade: 5  
 SAU: Orland School Department  
 School: Orland Consolidated School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																							
							ELA–Reading						Mathematics												ELA–Writing					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	17	100	17	100	14240	100	17	100	17	100	14157	100	17	100	17	100	14156	100							17	100	17	100	14107	99
Ethnicity	African American/Black						0	0	0	0	396	98	0	0	0	0	398	99							0	0	0	0	388	96
	American Indian or Native Alaskan						0	0	0	0	118	100	0	0	0	0	118	100							0	0	0	0	118	100
	Asian or Pacific Islander						0	0	0	0	199	99	0	0	0	0	199	99							0	0	0	0	197	98
	Hispanic						0	0	0	0	170	97	0	0	0	0	174	99							0	0	0	0	171	97
	Caucasian/White						17	100	17	100	13274	100	17	100	17	100	13267	100							17	100	17	100	13233	99
	Not Reported						0	0	0	0	0	0	0	0	0	0	0	0							0	0	0	0	0	0
Identified disability	6	35	6	35	2555	18	6	100	6	100	2528	99	6	100	6	100	2526	99							6	100	6	100	2507	99
Current LEP	0	0	0	0	337	2	0	0	0	0	328	97	0	0	0	0	334	99							0	0	0	0	323	96
Economically disadvantaged	5	29	5	29	5574	39	5	100	5	100	5528	99	5	100	5	100	5531	99							5	100	5	100	5504	99
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100							0	0	0	0	5	100

MODE OF PARTICIPATION <sup>3</sup>	ELA–Reading						Mathematics												ELA–Writing					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	5	29	5	29	11042	78	5	29	5	29	11006	77							7	41	7	41	11127	78
Identified disability (PET/IEP)	0	0	0	0	396	4	0	0	0	0	404	4							1	14	1	14	447	4
LEP	0	0	0	0	144	1	0	0	0	0	141	1							0	0	0	0	147	1
504 plan	0	0	0	0	134	1	0	0	0	0	133	1							0	0	0	0	136	1
Participation with accommodations	12	71	12	71	2974	21	12	71	12	71	3014	21							10	59	10	59	2845	20
Identified disability (PET/IEP)	6	50	6	50	1996	67	6	50	6	50	1986	66							5	50	5	50	1925	68
LEP	0	0	0	0	175	6	0	0	0	0	189	6							0	0	0	0	172	6
504 plan	0	0	0	0	76	3	0	0	0	0	77	3							0	0	0	0	74	3
Other	6	50	6	50	766	26	6	50	6	50	801	27							5	50	5	50	710	25
Participation through alternate assessment (PAAP)	0	0	0	0	136	1	0	0	0	0	136	1							0	0	0	0	135	1
Identified disability (PET/IEP)	0	0	0	0	136	100	0	0	0	0	136	100							0	0	0	0	135	100
LEP	0	0	0	0	4	3	0	0	0	0	4	3							0	0	0	0	4	3
504 plan	0	0	0	0	1	1	0	0	0	0	1	1							0	0	0	0	1	1
Approved non-participation in reading – 1st year LEP	0	0	0	0	5	0																		
Approved non-participation – special consideration	0	0	0	0	19	0	0	0	0	0	23	0							0	0	0	0	27	0
Non-participation – other	0	0	0	0	64	0	0	0	0	0	61	0							0	0	0	0	106	1

<sup>1</sup> Percents are the percentage of students enrolled in each participation category.

<sup>2</sup> Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup> Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2008  
Grade: 5  
SAU: Orland School Department  
School: Orland Consolidated School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 561–580)	2005-2006	0	0	0	0	721	5
	2006-2007	0	0	0	0	702	5
	<b>2007-2008</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>659</b>	<b>5</b>
	Cum. Total*	0	0	0	0	2082	5
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 541–560)	2005-2006	6	43	6	43	7571	53
	2006-2007	9	82	9	82	7730	55
	<b>2007-2008</b>	<b>6</b>	<b>35</b>	<b>6</b>	<b>35</b>	<b>8195</b>	<b>58</b>
	Cum. Total*	21	50	21	50	23496	56
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 531–540)	2005-2006	4	29	4	29	4343	30
	2006-2007	1	9	1	9	4182	30
	<b>2007-2008</b>	<b>8</b>	<b>47</b>	<b>8</b>	<b>47</b>	<b>3800</b>	<b>27</b>
	Cum. Total*	13	31	13	31	12325	29
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 500–530)	2005-2006	4	29	4	29	1628	11
	2006-2007	1	9	1	9	1419	10
	<b>2007-2008</b>	<b>3</b>	<b>18</b>	<b>3</b>	<b>18</b>	<b>1362</b>	<b>10</b>
	Cum. Total*	8	19	8	19	4409	10

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Total Reading Cluster</b>	<b>48</b>	<b>100</b>	23.9	49.8	23.9	49.8	29.2	60.8
<b>Literary Text</b>	<b>24</b>	<b>50</b>	11.8	49.2	11.8	49.2	15.0	62.5
<b>Informational Text</b>	<b>24</b>	<b>50</b>	12.1	50.4	12.1	50.4	14.2	59.2

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 5  
 SAU: Orland School Department  
 School: Orland Consolidated School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	17	0	0	6	35	8	47	3	18	538	17	0	35	47	18	538	14016	5	58	27	10	545
<b>Ethnicity</b>																						
African American/Black	0										0						388	1	39	34	26	538
American Indian or Native Alaskan	0										0						116	0	44	45	11	541
Asian or Pacific Islander	0										0						197	5	64	23	8	546
Hispanic	0										0						167	2	47	37	14	542
Caucasian/White	17	0	0	6	35	8	47	3	18	538	17	0	35	47	18	538	13148	5	59	27	9	545
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	6	0	0	1	17	2	33	3	50	533	6	0	17	33	50	533	2392	0	26	42	31	536
No	11	0	0	5	45	6	55	0	0	541	11	0	45	55	0	541	11624	6	65	24	5	547
<b>Current LEP</b>																						
Yes	0										0						319	1	36	34	29	537
No	17	0	0	6	35	8	47	3	18	538	17	0	35	47	18	538	13697	5	59	27	9	545
<b>Economically disadvantaged</b>																						
Yes	5	0	0	0	0	4	80	1	20	535	5	0	0	80	20	535	5454	2	48	35	15	541
No	12	0	0	6	50	4	33	2	17	540	12	0	50	33	17	540	8562	7	65	22	6	547
<b>Migrant</b>																						
Yes	0										0						5	0	100	0	0	549
No	17	0	0	6	35	8	47	3	18	538	17	0	35	47	18	538	14011	5	58	27	10	545
<b>Gender</b>																						
Female	7	0	0	2	29	5	71	0	0	538	7	0	29	71	0	538	6766	7	62	24	8	546
Male	10	0	0	4	40	3	30	3	30	539	10	0	40	30	30	539	7250	3	56	30	12	543
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	7	0	0	2	29	5	71	0	0	539	7	0	29	71	0	539	1751	1	35	44	21	538
No	10	0	0	4	40	3	30	3	30	538	10	0	40	30	30	538	12265	5	62	25	8	546
<b>Gifted/talented program</b>																						
Yes	0										0						464	27	71	2	1	557
No	17	0	0	6	35	8	47	3	18	538	17	0	35	47	18	538	13552	4	58	28	10	544

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 5

SAU: Orland School Department

School: Orland Consolidated School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	12	0	0	1	50	1	50	0	0	548	12	0	50	50	0	548	5	2	42	34	22	540
B. less than one hour	53	0	0	2	22	4	44	3	33	535	53	0	22	44	33	535	66	5	60	27	9	545
C. one to two hours	29	0	0	3	60	2	40	0	0	542	29	0	60	40	0	542	26	5	61	26	8	546
D. more than two hours	6	0	0	0	0	1	100	0	0	532	6	0	0	100	0	532	2	3	42	32	23	540
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	29	0	0	2	40	3	60	0	0	542	29	0	40	60	0	542	31	7	63	23	7	547
B. They match some of what I have learned.	35	0	0	3	50	3	50	0	0	541	35	0	50	50	0	541	55	4	61	27	8	545
C. They match just a little of what I have learned.	18	0	0	1	33	1	33	1	33	537	18	0	33	33	33	537	11	2	42	37	19	540
D. There is no match.	18	0	0	0	0	1	33	2	67	528	18	0	0	33	67	528	3	1	30	38	31	536
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	18	0	0	2	67	0	0	1	33	543	18	0	67	0	33	543	30	10	68	16	6	549
B. good	29	0	0	1	20	4	80	0	0	538	29	0	20	80	0	538	53	3	59	29	9	544
C. fair	41	0	0	3	43	4	57	0	0	539	41	0	43	57	0	539	15	1	41	40	18	539
D. poor	12	0	0	0	0	0	0	2	100	528	12	0	0	0	100	528	2	0	23	38	39	534
<b>How difficult was the reading part of this test?</b>																						
A. harder than my regular schoolwork	24	0	0	0	0	3	75	1	25	533	24	0	0	75	25	533	17	3	45	32	19	541
B. about the same as my regular schoolwork	59	0	0	6	60	3	30	1	10	542	59	0	60	30	10	542	67	5	62	26	7	546
C. easier than my regular schoolwork	18	0	0	0	0	2	67	1	33	533	18	0	0	67	33	533	16	6	59	26	9	545
<b>How difficult were the reading passages on this test?</b>																						
A. Most of the passages were more difficult than what I normally read.	18	0	0	0	0	1	33	2	67	529	18	0	0	33	67	529	13	1	33	42	25	537
B. Most of the passages were about the same as what I normally read.	71	0	0	4	33	7	58	1	8	539	71	0	33	58	8	539	56	3	60	29	8	545
C. Most of the passages were easier than what I normally read.	12	0	0	2	100	0	0	0	0	550	12	0	100	0	0	550	31	9	68	18	6	548
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	6	0	0	0	0	1	100	0	0	538	6	0	0	100	0	538	18	8	64	20	8	547
B. 20 minutes to an hour	24	0	0	1	25	3	75	0	0	536	24	0	25	75	0	536	56	5	62	25	7	546
C. less than 20 minutes	29	0	0	0	0	2	40	3	60	531	29	0	0	40	60	531	12	2	50	32	15	542
D. I rarely read at home.	41	0	0	5	71	2	29	0	0	545	41	0	71	29	0	545	13	1	44	38	17	540
<b>How many pages do you read in school and to complete homework assignments?</b>																						
A. five or fewer pages	47	0	0	1	13	4	50	3	38	535	47	0	13	50	38	535	26	3	51	32	14	542
B. six to ten pages	6	0	0	0	0	1	100	0	0	532	6	0	0	100	0	532	28	3	59	28	9	544
C. eleven or more pages	47	0	0	5	63	3	38	0	0	543	47	0	63	38	0	543	47	7	63	23	7	546
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

# MATHEMATICS RESULTS

Test Date:	March 2008
Grade:	5
SAU:	Orland School Department
School:	Orland Consolidated School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 561–580)	2005-2006	1	7	1	7	1415	10
	2006-2007	1	9	1	9	1711	12
	<b>2007-2008</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1617</b>	<b>12</b>
	Cum. Total*	2	5	2	5	4743	11
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 541–560)	2005-2006	5	36	5	36	6503	45
	2006-2007	5	45	5	45	6778	48
	<b>2007-2008</b>	<b>6</b>	<b>35</b>	<b>6</b>	<b>35</b>	<b>7284</b>	<b>52</b>
	Cum. Total*	16	38	16	38	20565	49
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 529–540)	2005-2006	3	21	3	21	3945	28
	2006-2007	2	18	2	18	3884	28
	<b>2007-2008</b>	<b>4</b>	<b>24</b>	<b>4</b>	<b>24</b>	<b>3341</b>	<b>24</b>
	Cum. Total*	9	21	9	21	11170	26
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 500–528)	2005-2006	5	36	5	36	2434	17
	2006-2007	3	27	3	27	1683	12
	<b>2007-2008</b>	<b>7</b>	<b>41</b>	<b>7</b>	<b>41</b>	<b>1778</b>	<b>13</b>
	Cum. Total*	15	36	15	36	5895	14

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	6.1	40.7	6.1	40.7	9.0	60.0
Cluster 2: Shape and Size	14	29	5.4	38.6	5.4	38.6	7.5	53.6
Cluster 3: Mathematical Decision Making	5	10	0.8	16.0	0.8	16.0	2.2	44.0
Cluster 4: Patterns	14	29	6.7	47.9	6.7	47.9	8.4	60.0

**Cluster 1: Numbers and Operations**  
 A. Numbers and Number Sense  
 B. Computation  
 I. Discrete Mathematics (grades 3 and 4 only)

**Cluster 2: Shape and Size**  
 E. Geometry  
 F. Measurement

**Cluster 3: Mathematical Decision Making**  
 C. Data Analysis and Statistics  
 D. Probability

**Cluster 4: Patterns**  
 G. Patterns, Relations, and Functions  
 H. Algebra Concepts  
 K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 5  
 SAU: Orland School Department  
 School: Orland Consolidated School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	17	0	0	6	35	4	24	7	41	534	17	0	35	24	41	534	14020	12	52	24	13	546
<b>Ethnicity</b>																						
African American/Black	0										0						392	5	33	32	31	537
American Indian or Native Alaskan	0										0						116	5	42	31	22	540
Asian or Pacific Islander	0										0						198	16	59	15	11	549
Hispanic	0										0						173	5	45	30	20	541
Caucasian/White	17	0	0	6	35	4	24	7	41	534	17	0	35	24	41	534	13141	12	53	24	12	546
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	6	0	0	1	17	1	17	4	67	526	6	0	17	17	67	526	2390	2	29	34	35	534
No	11	0	0	5	45	3	27	3	27	539	11	0	45	27	27	539	11630	13	57	22	8	548
<b>Current LEP</b>																						
Yes	0										0						330	4	36	27	33	536
No	17	0	0	6	35	4	24	7	41	534	17	0	35	24	41	534	13690	12	52	24	12	546
<b>Economically disadvantaged</b>																						
Yes	5	0	0	2	40	2	40	1	20	536	5	0	40	40	20	536	5461	5	46	30	19	541
No	12	0	0	4	33	2	17	6	50	533	12	0	33	17	50	533	8559	16	56	20	9	549
<b>Migrant</b>																						
Yes	0										0						5	0	60	40	0	544
No	17	0	0	6	35	4	24	7	41	534	17	0	35	24	41	534	14015	12	52	24	13	546
<b>Gender</b>																						
Female	7	0	0	2	29	1	14	4	57	533	7	0	29	14	57	533	6767	11	51	24	13	546
Male	10	0	0	4	40	3	30	3	30	535	10	0	40	30	30	535	7253	12	52	23	13	546
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	7	0	0	1	14	3	43	3	43	533	7	0	14	43	43	533	1755	1	37	39	23	538
No	10	0	0	5	50	1	10	4	40	535	10	0	50	10	40	535	12265	13	54	22	11	547
<b>Gifted/talented program</b>																						
Yes	0										0						464	58	40	2	0	564
No	17	0	0	6	35	4	24	7	41	534	17	0	35	24	41	534	13556	10	52	25	13	545

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 5

SAU: Orland School Department

School: Orland Consolidated School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	12	0	0	1	50	1	50	0	0	539	12	0	50	50	0	539	5	6	39	29	25	539
B. less than one hour	53	0	0	2	22	2	22	5	56	528	53	0	22	22	56	528	66	12	52	24	12	546
C. one to two hours	29	0	0	3	60	1	20	1	20	546	29	0	60	20	20	546	26	12	55	23	11	547
D. more than two hours	6	0	0	0	0	0	0	1	100	520	6	0	0	0	100	520	2	9	37	25	29	539
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	29	0	0	3	60	1	20	1	20	540	29	0	60	20	20	540	38	16	56	19	8	549
B. They match some of what I have learned.	35	0	0	3	50	0	0	3	50	536	35	0	50	0	50	536	48	9	53	26	12	545
C. They match just a little of what I have learned.	24	0	0	0	0	2	50	2	50	531	24	0	0	50	50	531	10	6	37	32	24	539
D. There is no match.	12	0	0	0	0	1	50	1	50	523	12	0	0	50	50	523	3	3	24	29	45	532
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	29	0	0	3	60	1	20	1	20	539	29	0	60	20	20	539	31	24	54	14	8	552
B. good	29	0	0	2	40	1	20	2	40	533	29	0	40	20	40	533	47	8	55	25	12	545
C. fair	18	0	0	1	33	1	33	1	33	537	18	0	33	33	33	537	19	2	43	35	20	539
D. poor	24	0	0	0	0	1	25	3	75	528	24	0	0	25	75	528	3	1	26	38	36	533
<b>How difficult was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	47	0	0	1	13	2	25	5	63	528	47	0	13	25	63	528	18	5	42	30	22	540
B. about the same as my regular schoolwork	29	0	0	2	40	2	40	1	20	540	29	0	40	40	20	540	66	11	55	23	11	547
C. easier than my regular schoolwork	24	0	0	3	75	0	0	1	25	541	24	0	75	0	25	541	17	20	51	19	10	549
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	35	0	0	1	17	1	17	4	67	528	35	0	17	17	67	528	21	10	48	26	16	544
B. two or three days a week	24	0	0	1	25	3	75	0	0	541	24	0	25	75	0	541	36	13	54	23	10	547
C. two or three times each month	35	0	0	3	50	0	0	3	50	535	35	0	50	0	50	535	27	12	54	23	11	547
D. never or almost never	6	0	0	1	100	0	0	0	0	542	6	0	100	0	0	542	15	10	49	25	16	544
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	0										0						7	12	44	25	19	543
B. two or three days a week	35	0	0	2	33	2	33	2	33	533	35	0	33	33	33	533	30	13	53	23	11	547
C. two or three times each month	35	0	0	4	67	1	17	1	17	545	35	0	67	17	17	545	34	12	54	23	10	547
D. never or almost never	29	0	0	0	0	1	20	4	80	523	29	0	0	20	80	523	29	9	50	25	16	544
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	0										0						7	7	40	25	28	539
B. 30–45 minutes	24	0	0	1	25	2	50	1	25	534	24	0	25	50	25	534	31	7	49	29	15	543
C. 45–60 minutes	41	0	0	2	29	1	14	4	57	533	41	0	29	14	57	533	40	12	55	23	10	547
D. more than 60 minutes	35	0	0	3	50	1	17	2	33	536	35	0	50	17	33	536	23	18	54	19	9	549
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

N = Number

# ELA-WRITING RESULTS

Test Date:	March 2008
Grade:	5
SAU:	Orland School Department
School:	Orland Consolidated School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s response demonstrates the skillful ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 561–580)	2005-2006 2006-2007 <b>2007-2008</b> Cum. Total*	0 0	0 0	0 0	0 0	260 46	2 0
<b>Meets the Standards</b> – The student’s response demonstrates the ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 541–560)	2005-2006 2006-2007 <b>2007-2008</b> Cum. Total*	6 4	55 24	6 4	55 24	7844 6041	56 43
<b>Partially Meets the Standards</b> – The student’s response demonstrates inconsistent ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 521–540)	2005-2006 2006-2007 <b>2007-2008</b> Cum. Total*	4 10	36 59	4 10	36 59	5365 7330	38 52
<b>Does Not Meet the Standards</b> – The student’s response demonstrates limited ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interferes with understanding. (scaled score 500–520)	2005-2006 2006-2007 <b>2007-2008</b> Cum. Total*	1 3	9 18	1 3	9 18	524 555	4 4

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Total Writing (Standards F &amp; G)</b>	<b>20</b>	<b>100</b>	8.8	44.0	8.8	44.0	10.7	53.5
<b>Stylistic and Rhetorical Aspects of Writing (Standard G)</b>	<b>12</b>	<b>60</b>	4.7	39.2	4.7	39.2	5.6	46.7
<b>Standard English Conventions (Standard F)</b>	<b>8</b>	<b>40</b>	4.1	51.3	4.1	51.3	5.1	63.8

The MEA assesses students’ writing skills through their responses to one common prompt. The goal is to provide an opportunity for students to write a narrative response. Content standards F and G are defined in Maine’s 1997 *Learning Results* which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# ELA-WRITING RESULTS

## (CONTINUED)

Test Date:	March 2008
Grade:	5
SAU:	Orland School Department
School:	Orland Consolidated School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	17	0	0	4	24	10	59	3	18	531	17	0	24	59	18	531	13972	0	43	52	4	538
<b>Ethnicity</b>																						
African American/Black	0										0						382	0	31	57	11	534
American Indian or Native Alaskan	0										0						116	0	28	66	6	534
Asian or Pacific Islander	0										0						196	2	55	42	2	541
Hispanic	0										0						170	0	29	62	9	535
Caucasian/White	17	0	0	4	24	10	59	3	18	531	17	0	24	59	18	531	13108	0	44	52	4	538
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	6	0	0	1	17	3	50	2	33	526	6	0	17	50	33	526	2372	0	12	72	16	529
No	11	0	0	3	27	7	64	1	9	535	11	0	27	64	9	535	11600	0	50	48	1	539
<b>Current LEP</b>																						
Yes	0										0						319	0	30	58	12	533
No	17	0	0	4	24	10	59	3	18	531	17	0	24	59	18	531	13653	0	44	52	4	538
<b>Economically disadvantaged</b>																						
Yes	5	0	0	1	20	3	60	1	20	530	5	0	20	60	20	530	5435	0	32	61	7	535
No	12	0	0	3	25	7	58	2	17	532	12	0	25	58	17	532	8537	0	50	47	2	539
<b>Migrant</b>																						
Yes	0										0						5	0	40	60	0	538
No	17	0	0	4	24	10	59	3	18	531	17	0	24	59	18	531	13967	0	43	52	4	538
<b>Gender</b>																						
Female	7	0	0	2	29	4	57	1	14	533	7	0	29	57	14	533	6750	1	55	43	2	540
Male	10	0	0	2	20	6	60	2	20	530	10	0	20	60	20	530	7222	0	33	61	6	535
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	7	0	0	1	14	5	71	1	14	531	7	0	14	71	14	531	1745	0	26	69	5	534
No	10	0	0	3	30	5	50	2	20	532	10	0	30	50	20	532	12227	0	46	50	4	538
<b>Gifted/talented program</b>																						
Yes	0										0						464	2	74	23	0	545
No	17	0	0	4	24	10	59	3	18	531	17	0	24	59	18	531	13508	0	42	53	4	537

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–WRITING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 5

SAU: Orland School Department

School: Orland Consolidated School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	12	0	0	1	50	0	0	1	50	532	12	0	50	0	50	532	5	0	29	57	14	533
B. less than one hour	53	0	0	1	11	7	78	1	11	531	53	0	11	78	11	531	66	0	44	52	3	538
C. one to two hours	29	0	0	2	40	3	60	0	0	535	29	0	40	60	0	535	26	0	45	52	3	538
D. more than two hours	6	0	0	0	0	0	0	1	100	516	6	0	0	0	100	516	2	0	28	60	12	533
<b>Which of the following best describes how you rate yourself as a writer?</b>																						
A. very good	29	0	0	2	40	2	40	1	20	534	29	0	40	40	20	534	25	1	54	42	3	540
B. good	29	0	0	0	0	4	80	1	20	529	29	0	0	80	20	529	50	0	46	51	3	538
C. fair	29	0	0	2	40	2	40	1	20	532	29	0	40	40	20	532	22	0	29	65	6	535
D. poor	12	0	0	0	0	2	100	0	0	527	12	0	0	100	0	527	3	0	18	63	19	530
<b>How difficult was the writing part of this test?</b>																						
A. harder than my regular schoolwork	29	0	0	2	40	2	40	1	20	533	29	0	40	40	20	533	14	0	33	56	10	535
B. about that same as my regular schoolwork	47	0	0	2	25	5	63	1	13	533	47	0	25	63	13	533	65	0	45	52	3	538
C. easier than my regular schoolwork	24	0	0	0	0	3	75	1	25	527	24	0	0	75	25	527	21	0	45	51	4	538
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											